



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2008
ID: 10571240
SAU: Falmouth School Department
School: Falmouth High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: May 2008

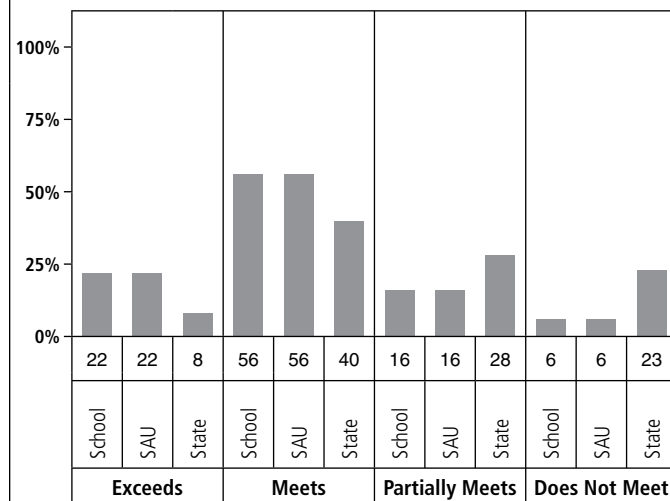
SAU: Falmouth School Department

School: Falmouth High School

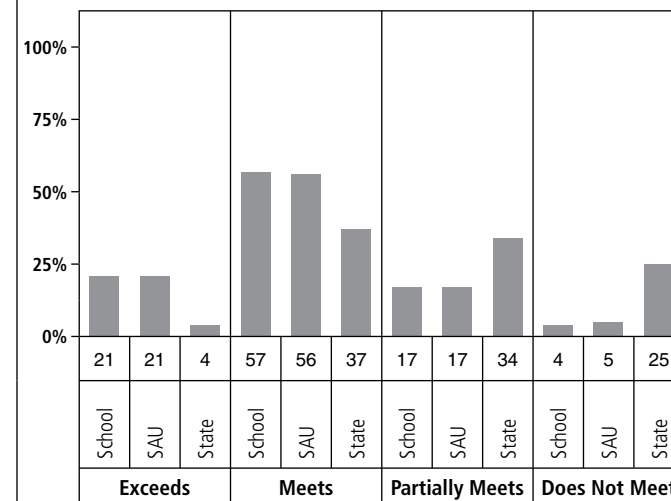
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1152 1151	1152 1151	1141 1141
Mathematics 2006–2007 2007–2008	1152 1151	1152 1151	1140 1141
Writing 2006–2007 2007–2008	1153 1149	1153 1149	1141 1140
Science 2007–2008	1146	1146	1141

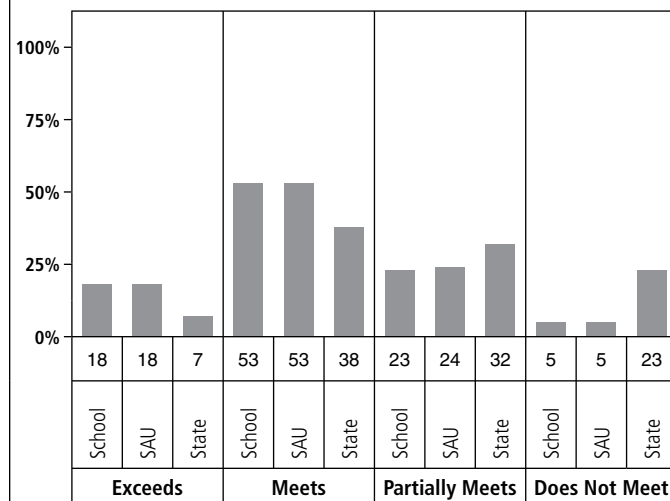
CRITICAL READING



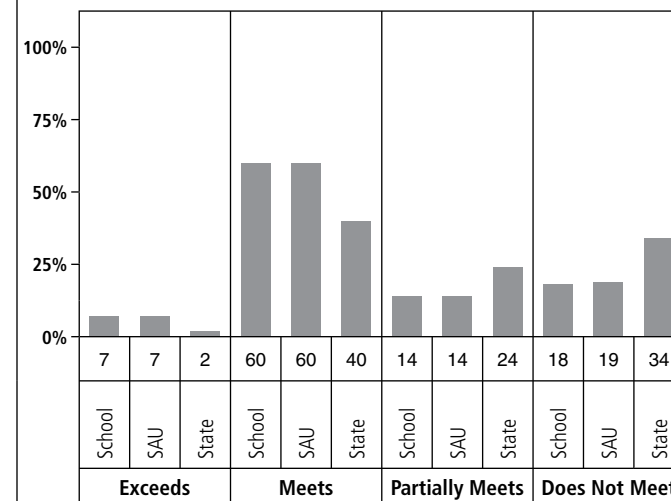
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: Falmouth School Department
School: Falmouth High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	167	100	169	100	15604	100	165	99	167	99	14875	96	165	99	167	99	15165	97	165	99	167	99	14869	96	163	98	165	98	14961	96
Ethnicity African American/Black	1	1	1	1	305	2	1	100	1	100	261	86	1	100	1	100	286	95	1	100	1	100	260	86	1	100	1	100	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	4	2	4	2	215	1	4	100	4	100	194	90	4	100	4	100	202	94	4	100	4	100	194	90	4	100	4	100	200	93
Hispanic	3	2	3	2	140	1	3	100	3	100	118	84	3	100	3	100	123	88	3	100	3	100	118	84	3	100	3	100	120	86
Caucasian/White	159	95	161	95	14841	95	157	99	159	99	14207	96	157	99	159	99	14457	98	157	99	159	99	14202	96	155	97	157	98	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	19	11	19	11	2247	14	19	100	19	100	2065	93	19	100	19	100	2138	96	19	100	19	100	2060	92	19	100	19	100	2081	93
Current LEP	10	6	11	7	648	4	9	90	10	91	508	79	9	90	10	91	564	87	9	90	10	91	507	78	9	90	10	91	534	83
Economically disadvantaged	1	1	1	1	4028	26	1	100	1	100	3682	92	1	100	1	100	3831	95	1	100	1	100	3679	92	1	100	1	100	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	153	92	155	92	13042	84	153	92	155	92	13332	85	153	92	155	92	13042	84	151	90	153	91	13192	85
Identified disability (PET/IEP)	9	6	9	6	739	6	9	6	9	6	810	6	9	6	9	6	739	6	9	6	9	6	791	6
LEP	9	6	10	6	399	3	9	6	10	6	456	3	9	6	10	6	399	3	9	6	10	7	436	3
504 plan	0	0	0	0	196	2	0	0	0	0	204	2	0	0	0	0	196	2	0	0	0	0	201	2
Participation with accommodations	10	6	10	6	1623	10	10	6	10	6	1624	10	10	6	10	6	1625	10	10	6	10	6	1567	10
Identified disability (PET/IEP)	8	80	8	80	1117	69	8	80	8	80	1119	69	8	80	8	80	1119	69	8	80	8	80	1088	69
LEP	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	83	5
504 plan	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	55	4
Other	2	20	2	20	367	23	2	20	2	20	366	23	2	20	2	20	367	23	2	20	2	20	353	23
Participation through alternate assessment (PAAP)	2	1	2	1	209	1	2	1	2	1	209	1	2	1	2	1	202	1	2	1	2	1	202	1
Identified disability (PET/IEP)	2	100	2	100	209	100	2	100	2	100	209	100	2	100	2	100	202	100	2	100	2	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	2	1	2	1	693	4	2	1	2	1	399	3	2	1	2	1	699	4	4	2	4	2	605	4

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: Falmouth School Department
School: Falmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	28	19	28	18	1079	7
	2006-2007	37	25	37	25	1168	8
	2007-2008	36	22	36	22	1184	8
	Cum. Total*	101	22	101	22	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	82	54	82	54	5697	38
	2006-2007	80	54	80	54	5714	38
	2007-2008	92	56	92	56	5885	40
	Cum. Total*	254	55	254	55	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	35	23	35	23	4772	32
	2006-2007	23	16	24	16	4728	31
	2007-2008	26	16	27	16	4093	28
	Cum. Total*	84	18	86	18	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	6	4	7	5	3595	24
	2006-2007	8	5	8	5	3444	23
	2007-2008	9	6	10	6	3417	23
	Cum. Total*	23	5	25	5	10456	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Falmouth School Department
School: Falmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	163	36	22	92	56	26	16	9	6	1151	165	22	56	16	6	1151	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	1										1						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	4										4						192	4	35	30	31	1138
Hispanic	3										3						115	5	32	26	37	1136
Caucasian/White	155	34	22	91	59	22	14	8	5	1151	157	22	58	15	6	1151	13930	8	41	28	23	1141
Not Reported	0										0						0					
Identified disability																						
Yes	17	1	6	8	47	6	35	2	12	1142	17	6	47	35	12	1142	1823	1	9	24	65	1126
No	146	35	24	84	58	20	14	7	5	1152	148	24	57	14	5	1152	12756	9	45	29	17	1143
Current LEP																						
Yes	9	3	33	2	22	3	33	1	11	1150	10	30	20	30	20	1146	488	3	22	24	52	1132
No	154	33	21	90	58	23	15	8	5	1151	155	21	58	15	5	1151	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	1										1						3545	3	28	30	39	1134
No	162	36	22	92	57	26	16	8	5	1151	164	22	56	16	5	1151	11034	10	44	27	19	1143
Migrant																						
Yes	0										0						5	20	0	40	40	1136
No	163	36	22	92	56	26	16	9	6	1151	165	22	56	16	6	1151	14574	8	40	28	23	1141
Gender																						
Female	84	18	21	50	60	14	17	2	2	1151	86	21	58	17	3	1151	7237	8	42	30	19	1142
Male	79	18	23	42	53	12	15	7	9	1151	79	23	53	15	9	1151	7342	8	38	26	28	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	9	30	61	1127
No	163	36	22	92	56	26	16	9	6	1151	165	22	56	16	6	1151	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	0										0						295	48	48	4	0	1161
No	163	36	22	92	56	26	16	9	6	1151	165	22	56	16	6	1151	14284	7	40	29	24	1140

MATHEMATICS RESULTS

Test Date: May 2008
SAU: Falmouth School Department
School: Falmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	31 35	21 21	31 35	21 21	578 637	4 4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	89 93	60 57	89 93	59 56	5481 5508	36 37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	19 28	13 17	19 28	13 17	4754 5065	31 34
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	10 7	7 4	11 9	7 5	4607 3660	30 25

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Falmouth School Department
School: Falmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	163	35	21	93	57	28	17	7	4	1151	165	21	56	17	5	1151	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	1										1						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	4										4						200	8	37	34	22	1142
Hispanic	3										3						120	3	23	32	43	1138
Caucasian/White	155	33	21	92	59	23	15	7	5	1151	157	21	59	15	6	1151	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	8	47	5	29	4	24	1140	17	0	47	29	24	1140	1896	0	8	22	70	1130
No	146	35	24	85	58	23	16	3	2	1152	148	24	57	16	3	1152	12974	5	41	36	18	1142
Current LEP																						
Yes	9	2	22	2	22	5	56	0	0	1146	10	20	20	50	10	1144	545	3	16	28	53	1135
No	154	33	21	91	59	23	15	7	5	1151	155	21	59	15	5	1151	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	1										1						3695	1	22	37	40	1136
No	162	35	22	93	57	27	17	7	4	1151	164	21	57	16	5	1151	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	163	35	21	93	57	28	17	7	4	1151	165	21	56	17	5	1151	14865	4	37	34	25	1141
Gender																						
Female	84	17	20	48	57	17	20	2	2	1151	86	20	56	20	5	1150	7362	3	36	36	24	1140
Male	79	18	23	45	57	11	14	5	6	1151	79	23	57	14	6	1151	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	163	35	21	93	57	28	17	7	4	1151	165	21	56	17	5	1151	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	0										0						296	35	59	5	0	1158
No	163	35	21	93	57	28	17	7	4	1151	165	21	56	17	5	1151	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2008
SAU: Falmouth School Department
School: Falmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	31	21	31	20	952	6
	2006-2007	32	22	32	21	937	6
	2007-2008	30	18	30	18	962	7
	Cum. Total*	93	20	93	20	2851	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	82	54	82	54	6055	40
	2006-2007	90	61	90	60	6167	41
	2007-2008	87	53	87	53	5564	38
	Cum. Total*	259	56	259	56	17786	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	33	22	33	22	4916	32
	2006-2007	19	13	20	13	4723	31
	2007-2008	38	23	39	24	4679	32
	Cum. Total*	90	19	92	20	14318	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	5	3	6	4	3221	21
	2006-2007	7	5	7	5	3227	21
	2007-2008	8	5	9	5	3376	23
	Cum. Total*	20	4	22	5	9824	22

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Falmouth School Department
School: Falmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	163	30	18	87	53	38	23	8	5	1149	165	18	53	24	5	1149	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	1										1						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	4										4						192	6	30	34	30	1137
Hispanic	3										3						115	2	30	36	33	1136
Caucasian/White	155	28	18	84	54	36	23	7	5	1149	157	18	54	24	5	1149	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	17	1	6	5	29	8	47	3	18	1138	17	6	29	47	18	1138	1825	1	7	23	69	1125
No	146	29	20	82	56	30	21	5	3	1151	148	20	55	21	4	1150	12756	7	43	33	17	1142
Current LEP																						
Yes	9	3	33	4	44	1	11	1	11	1152	10	30	40	10	20	1148	488	3	19	29	49	1131
No	154	27	18	83	54	37	24	7	5	1149	155	17	54	25	5	1149	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	1										1						3546	2	25	35	38	1134
No	162	30	19	87	54	38	23	7	4	1150	164	18	53	24	5	1149	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	163	30	18	87	53	38	23	8	5	1149	165	18	53	24	5	1149	14576	7	38	32	23	1140
Gender																						
Female	84	18	21	46	55	19	23	1	1	1152	86	21	53	23	2	1151	7239	8	43	33	17	1142
Male	79	12	15	41	52	19	24	7	9	1147	79	15	52	24	9	1147	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	163	30	18	87	53	38	23	8	5	1149	165	18	53	24	5	1149	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	0										0						295	42	53	4	0	1159
No	163	30	18	87	53	38	23	8	5	1149	165	18	53	24	5	1149	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
SAU: Falmouth School Department
School: Falmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	12	7	12	7	300	2
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	97	60	97	60	5927	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	23	14	23	14	3544	24
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	29	18	31	19	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	7.43	49.5	7.38	49.2	6.41	42.7
Cluster 2: Physical Sciences	14	25	8.03	57.4	7.97	56.9	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	6.81	48.6	6.75	48.2	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	8.44	64.9	8.34	64.2	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Falmouth School Department
School: Falmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	161	12	7	97	60	23	14	29	18	1146	163	7	60	14	19	1146	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	1										1						269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	4										4						199	3	36	25	36	1140
Hispanic	3										3						118	1	26	19	54	1136
Caucasian/White	153	11	7	95	62	21	14	26	17	1146	155	7	61	14	18	1146	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	7	41	3	18	7	41	1139	17	0	41	18	41	1139	1879	0	11	17	72	1133
No	144	12	8	90	63	20	14	22	15	1147	146	8	62	14	16	1147	12880	2	44	25	28	1142
Current LEP																						
Yes	9	1	11	4	44	1	11	3	33	1142	10	10	40	10	40	1141	519	1	18	19	62	1134
No	152	11	7	93	61	22	14	26	17	1146	153	7	61	14	18	1146	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	1										1						3651	1	26	24	49	1137
No	160	12	8	97	61	23	14	28	18	1146	162	7	60	14	19	1146	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	161	12	7	97	60	23	14	29	18	1146	163	7	60	14	19	1146	14754	2	40	24	34	1141
Gender																						
Female	82	6	7	45	55	16	20	15	18	1145	84	7	54	19	20	1145	7277	1	37	26	36	1140
Male	79	6	8	52	66	7	9	14	18	1147	79	8	66	9	18	1147	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	161	12	7	97	60	23	14	29	18	1146	163	7	60	14	19	1146	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0										0						296	13	80	5	3	1152
No	161	12	7	97	60	23	14	29	18	1146	163	7	60	14	19	1146	14463	2	39	24	34	1140